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for it. Epistemology should carry out the work of Kant and in his spirit become a theory of science. This theory of science is not identical with science, just as esthetic theory is not identical with artistic production. The scientist studies nature and creates knowledge; the epistemologist studies the nature of science and conceives knowledge.

In reading this lecture one is impressed with the author's sympathy toward science and scientific methods, his antagonism toward phenomenalism, his constant recognition that something conditions our experience, and his view that there is perfect harmony between true science and true epistemology. He stands for a theory of knowledge that will take account of the realistic attitude and procedure of natural science. At the present, when there is so much controversy between realism and idealism, this published lecture is timely and valuable.

M. A. CALDWELL.

UNIVERSITY OF LOUISVILLE.

A Text-book in the Principles of Education. ERNEST NORTON HENDERSON. New York: The Macmillan Company. 1910. Pp. 593.

Professor Henderson's book furnishes a reasonably satisfactory affirmative answer to the question so often asked by men teaching in higher institutions and secondary schools, "Can there be a science of education?" It has been argued that, science being abstract and general, and the child concrete and individual, there can not, in the very nature of the case, be a science of education. Natural aptitude, wide knowledge, and successful experience, it has been claimed, are the things that make for good teaching; and attempts to reduce education to a science, and to place so-called principles of education in the hands of prospective teachers, not only are unnecessary but may do harm to the child.

The recent study of education in colleges, universities, and the better type of normal schools has changed unmistakably the wide-spread prejudice in our country against the study of principles of education. The extraordinary development of psychology, and particularly genetic psychology and child study, together with the study of the social sciences, has given new view-points and fresh claims to pedagogy for scientific recognition.

The science of education is simply the science of human development, in so far as that development is purposely determined; and, while psychology does not pretend to furnish inexorable rules that may be applied to all teaching situations, it does furnish rational incentives and instruments of insight that may profitably be applied to the needs of the teaching process.

Professor Henderson's book is an altogether praiseworthy effort to provide some of the instruments of insight that modern psychology has to offer to scientific students of education; and, while one might wish that his acquaintance with the vast array of studies of the mental development of children had been a bit more intimate, his book is certain to prove useful to teachers and others who seek sane conceptions of educational theory.

The author has endeavored to present his subject from the point of view of evolution, and to give the various conceptions of the aim of education as determined by organic and social science. He has given a reasonably clear differentiation of heredity and education, and has pointed out the interrelation of education and social control.

In treating of the process of education in the individual, he has given concise and admirable presentations of the various theories of recapitulation, perceptual readjustment, processes of conscious learning, formal discipline as an educational principle, psychic effects of imitation, education in language, and the place of play in education.

His analysis of the various educational agencies, while necessarily brief, has the more important feature of accurate perspective. He presents the evolution and function of the school, the evolution of liberal education, the rise of yocational training, and the function and ideal of education in a democracy.

Professor Henderson does not retail junk-shop pedagogical dogmas, axioms, and formulated principles. He presents a mass of material that is certain to command the thoughtful attention of students who seek first-hand investigations; and, of a number of good recent books on the principles of education by Thorndike, Rüdiger, and Bagley, this new work by Professor Henderson appeals to the reviewer as unmistakably the best. The book has a very satisfactory bibliography and an excellent index.

WILL S. MONROE.

MONTCLAIR (NEW JERSEY) NORMAL SCHOOL.

JOURNALS AND NEW BOOKS

REVUE DE MÉTAPHYSIQUE ET DE MORALE. July, 1911. *Conférences générale du congrès de Bologne. Rapport de la philosophie aux sciences* (pp. 417–435): E. BOUTROUX. – This problem admits of no simple solution. The relation of philosophy to science is surely contingent, for philosophy does not live exclusively in systems. It is a product of reason which helps science and life to attain self-realization. *Jugements de valeur et jugements de réalité* (pp. 437–453): É. DURKHEIM. – An attempt to show by particular example how sociology can contribute to the solution of a philosophic problem, and to dissipate certain prejudices against sociology. *L'évolution de l'espace et du temps* (pp. 455–466): P. LANGEVIN. – Our conceptions of space and time have a purely empirical origin and so are continually suffering modification with the progress of science. Here special attention is paid to the significance of modern kinematics for these concepts. *De l'objet réel de la métaphysique* (pp. 467–479): H. DE KEYSERLING. – The object of metaphysics is life in its totality and not merely organic life. *Règle et motif* (pp. 481–497): G. BELOT. – It is important to distinguish control and motive, which are usually confused and treated together by students of ethics. *La renaissance de la philosophie en France* (pp. 499–504): J. BENRUBI. – The characteristics of the new movement are a relativistic conception of science,